



Kirkstall Valley Primary School

Assessment date: 28th March 2108

Assessor: Gill Mullens

Outcome: Based on the findings of the visit, I am pleased to confirm your self-validation to maintain Healthy Schools Status and MindMate Friendly status.

Information about the assessment process

- The school self-evaluated current Healthy Schools practice within the 4 core areas, Personal, Social & Health Education (PSHE), Healthy Eating, Physical Activity and Social, Emotional & Mental Health (SEMH), using the School Health Check prior to assessment. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff, senior leaders and a member of the governing body.
- A tour of the school was conducted by members of the School Council during the morning to observe Healthy Schools in practice.
- Relevant paperwork was presented as stated in the agreed list of documentation.

The school has the following strengths:

General:

- The school's caring ethos and warmth are felt the moment you enter. The school is very much about everyone and is very pupil-focused and inclusive. The learning environment promotes healthy living and wellbeing, evident through the varied physical and emotional health messages and displays that are visible throughout the school. Everyone feels safe, cares for each other and is very friendly. The parents I spoke to could not praise the school highly enough.
- The commitment, passion, hands-on-approach and vision of the Healthy Schools Coordinator and PSHE lead are very apparent. There is a holistic approach to health and wellbeing. They aim to be proactive rather than reactive and are responsive to the needs of the whole school community.
- School policies and Action Plans linked to Health and Wellbeing are clear and robust.
- The school is a strong advocate for the Healthy Schools Award. It is evident that the school invests much in health and wellbeing, particularly in relation to SEMH, and that the Healthy Schools programme has a very high profile. All staff are highly motivated to raise aspirations and improve the health and wellbeing of all pupils. This is evident through all aspects of the school and everyone I met shared passionately how they contribute to this. Displays around school are meaningful, aspirational and of the highest

quality.

- There are many opportunities for pupils to engage in playing a key role across the school, including the School Council, Racial Harmony Group, School Food Ambassadors and playground buddies.
- All pupils demonstrated how proud they are to belong to this school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received. They were happy, confident, articulate, engaged, polite and friendly and demonstrated an excellent knowledge of health and wellbeing.
- The school has an informative website which encompasses all relevant information and policies and is reflective of the school itself. Parents stated this is an extremely useful way of keeping up to date with any new development or to find school information.
- The school works well with parents and families and strong relationships have been established.

Personal, Social, Health Education (PSHE):

- PSHE has an excellent profile in the school, with strong leadership and support from members of the school community. The head teacher and SLT support the coordinator well to lead, improve and prepare pupils for the future.
- PSHE has designated time within the curriculum and is delivered to all pupils.
- Policies linked to PSHE and SRE are precise and thorough. The school has added a Mental Health and Wellbeing section to each policy to ensure SEMH is a thread through the policies.
- The school has implemented the PSHE scheme, *You, Me, PSHE*, and the pupils were very clear about how well this is taught and enjoyed in school. Well-embedded ground rules form part of lessons, as do the pre- and post-assessment activities.
- Pupil voice is an important part of PSHE. The PSHE lead has carried out pupil surveys on the new scheme. She also surveys staff to highlight areas where staff may feel less confident to make sure the right CPD can be put in place.
- The PSHE coordinator has accessed training courses this year. She has disseminated information from the training through staff meetings and briefings and staff have all responded well to changes and new systems put in place.
- Staff are aware of the pupils' needs through the use of local and national data. The school completes the My Health, My School survey and uses the data to inform practice and planning. All staff are engaged and feel confident to deliver the curriculum, including sensitive topics, such as SRE, racism and mental health.
- Pupils clearly enjoy and recognise the importance of PSHE and could describe, with great enthusiasm and in great detail, what they have learnt at school and how they are applying it to their daily lives.

Healthy Eating:

- The Whole School Food policy and action plan in place are excellent.
- The school promotes and encourages all pupils to consume water throughout the day. Water is freely available at all times.
- Food at lunchtime is freshly cooked, hot and tasty and meets the School Food Standards guidelines. The cook prepares a fruit bar which looks appetising and contains a wide range of fruit items for the children to try.

- The children reported they enjoy the school lunches and they enjoy sitting in mixed groups with their friends. The atmosphere in the hall was calm and there was a good ratio of pupils to staff.
- School Food Ambassadors take their responsibilities very seriously and are a key presence in the hall. They are a strong voice in school for all pupils.
- Packed lunches are good and the pupils were clear about foods which were allowed and not allowed. Parents are supportive of the Packed Lunch Policy.
- Cooking in the curriculum is linked to topic work and taught as a stand-alone subject. Pupils also cook during Health Week.
- The school works hard to ensure that pupils learn how to make informed healthy choices, with a clear understanding of the importance of a balanced and healthy diet. Staff are very confident on the delivery of the healthy eating messages and it is clear that they are well embedded. For example, all pupils could explain about the different food groups which make up a balanced diet and how they could only bring certain foods in their lunchbox. Parents also reported how their children bring the messages home from school, which influences what they eat.
- The school has plans to expand the work they do in their growing beds. All the pupils have time planned into their curriculum to work in this area.
- Parents are supportive of the work done in school around food and healthy eating.
- There is a popular tuck shop, run by the SFA. The food sold is all compliant to School Food standards.

Physical Activity:

- The school is providing 2 hours of non-negotiable timetabled PE for every child in school.
- Pupils are enthusiastic about physical activity opportunities. The dedicated lead for PE and Physical Activity inspires confidence in both staff and children. The quality and variety of extra-curricular clubs are excellent and pupils are enthusiastic about the lunchtime and after-school clubs on offer. Pupils' views are regularly sought about which clubs they would like to be involved in.
- All staff report feeling well supported in the delivery of PE through the use of the REAL PE scheme and well thought out and planned CPD. Staff act as good role models for the pupils in terms of physical activity by delivering both the taught curriculum and a range of activities, such as Wake Up, Shake Up, at break time, lunchtime and after school.
- All pupils report that they enjoy their PE lessons, including those from external providers such as Diddy Kicks and Junior Jam.
- Good use is made of online resources such as Go Noodle and Cosmic Yoga to further increase children's activity levels.
- The school encourages physical activity at break times, with pupils having access to a good range of play equipment. The outdoor space is excellent: it is well resourced and engaging, promoting physical activity at every opportunity. There is a games area, quiet area and a climbing wall for pupils. All the children commented on how much they appreciate and enjoy this space and spoke excitedly about the many and varied activities on offer, particularly the Scrap Shed which is a huge favourite. The school has recently invested in new playground markings and equipment which will enhance the environment.
- The school monitors physical activity for all pupils, including the sports pupils engage in

after school. They are then able to engage with pupils who may be missing out on physical activity opportunities.

- The school encourages pupils to cycle, walk or scooter to school. It regularly takes part in Walk to School weeks.
- School invites local clubs in for taster sessions and also signposts local and community clubs to families.
- Staff are good role models for physical activity. Some staff completed the 3 Peaks Challenge in order to help fund a de-fibrillator.

Social, emotional and mental health (SEMH):

- SEMH in this school has a high profile and the work carried out in relation to SEMH is excellent.
- The SENCO is Foundation Stage leader so problems are identified early and support put in place. The Learning Mentor is a key point of contact for pupils and families and her work is appreciated by pupils, staff and parents.
- Pupils and parents feel they can approach any member of staff for support. Relationships within school are strong – pupil to pupil, staff to pupil, staff to staff. All parents felt well supported by school.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school, about which the children and adults spoke confidently. Everyone is very clear about roles and responsibilities. The school uses CPOMS to record and support behaviour in school.
- There is a consistent whole school approach to behaviour, based on an excellent behaviour policy, using the traffic lights system. All pupils I spoke to were very happy, polite, enthusiastic and emotionally literate. They wanted to show off their school and were proud to talk about it.
- Developing emotional literacy has a high profile and progress and impact are recorded using the Strengths and Difficulties questionnaire. Emotional check-ins are used in all classes and adapted when necessary.
- More vulnerable pupils have a key 'check-in' person. These children are also buddied up with other pupils for peer to peer SEMH support.
- Work on Growth Mindset and restorative practice means the pupils are heavily involved in their own learning and progress. All pupils spoken to had a real sense of their own responsibility, not only to their learning but for their behaviour too. They are all keen to be excellent citizens and the best that they can be.
- There are child friendly policies in place which pupils have helped to create.
- The school is already teaching the MindMate lessons and SEMH lessons are well embedded within the PSHE curriculum.
- They had a successful Mental Health Day earlier in the year where work around SEMH was shared with parents.
- Work on grief and bereavement is excellent. There is a school register for staff so that everyone is aware of pupils who may have been affected by bereavement, including key dates to be aware of.
- There is excellent provision for identified groups: Lego therapy, friendship groups, mindmapping, social stories, Circle of Friends, transition groups, talk and draw therapies. All pupils spoke highly of the Worry Monsters, which are used throughout school.

- The School Council is well established and pupils think highly of the members and the impact their work has on the school. There are also playground leaders in place and a Racial Harmony Group. There has been real investment in enhancing pupils' roles and responsibilities. Pupil voice is regularly sought on a variety of subjects and issues.
- Pupils reported feeling safe and confident to speak to any member of staff, including the learning mentor, if they need support and advice at any time. They are also able to support each other. The pupils displayed a very person-centred approach to solving problems.
- The school uses external support well, including FORWARD Leeds, Engage Leeds and the Kirkstall Partnership.
- Staff wellbeing is high. Staff feel cared for and appreciated. There is a strong and nurturing team ethos. 'Secret Buddies' are in place for staff and there is a 'Shout Out' noticeboard in the staffroom for all staff to use.

Areas for development

PSHE:

- To ensure parents are aware of what is being taught in the PSHE curriculum, as discussed.
- To consider how to report progress in PSHE to parents.
- To continue to monitor and evaluate PSHE lessons and pupil progress.
- To consider enrichment lessons to the scheme of work, e.g. work on FGM, knife crime, refugee awareness etc.

Healthy Eating:

- To consider different ways to reduce queuing time in the hall.
- To introduce proper plates and cutlery, instead of flight trays.
- To embed cooking in the curriculum lessons across school and to use the growing beds created in the outside area.

Physical Activity:

- To introduce Sports Ambassadors in order to increase pupil voice around PE and PA.
- To increase the number of competitions the school engages in, both in the local area and in Leeds.

Emotional Wellbeing & Mental Health:

- To ensure that all pupils in Key Stage One are sure how to access support from the Learning Mentor and know how to use the Worry Box.

Quotes from the assessment visit

Pupils:

"The best thing about this school is that I have lots of friends and people are friendly."

"We have lessons on how to be healthy and how you need to have a healthy body and mind."

"I think the best thing is how we get to do loads of physical activities in school and you get

to work and to play with different people every day."

"We learn new things every day here."

"If you keep your body healthy it helps make your mind healthy and if you keep your mind healthy then that helps keep your body healthy."

"There are lots of jobs we can do in school to help everyone."

"The best thing about PE is it is fun and it keeps you fit."

"Teachers make sure that everyone's views are heard and that everyone's views count."

"PSHE will make sure you are safe in the real world."

"PSHE helps you make good choices."

Staff:

"Support from the head teacher is always there. I can go to her for anything."

"The children are much more confident now talking about mental health and are more aware of their own mental health"

"MindMate and assemblies based on SEMH have given pupils the tools to talk about their emotions."

"We are not just a school, it feels like a big family."

"Staff know each other's strengths and we draw on these."

"We all take an equal responsibility."

"Our Headteacher is a big advocate of a good work/life balance."

Parents/Governors:

"There are lots of PE opportunities and lots of coaches. The kids really enjoy PE here."

"Staff are good at looking out for new opportunities for pupils."

"Staff are so approachable. They respond well to pupils needs."

"The school invests a lot in relationships."

"My children know how to make healthy choices."

"Staff understand the need for flexibility, individual pupil needs are addressed well."

"This is a place where relationships are warm. It comes through in everything that they do."

"The children all know each other and look out for one another."

"Children can be who they want to be, without worrying about fitting in."

"This school is diverse and inclusive. I don't think the children see any differences between one another."

"My children see school as an extension of their family, it's like a big family. Children feel safe here."

Thank you for taking the time to be a part of the assessment process and for making me so welcome on the day. I look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards

Gill Mullens
Healthy Schools Advisor
Health and Wellbeing Service